



DEKALB COUNTY SCHOOL DISTRICT

RIGOROUS CURRICULUM DESIGN

UNIT PLANNING ORGANIZER

| | |
|-------------------------|---------------------------|
| Subject(s) | English Language Arts |
| Grade and Course | 6 th Grade |
| Unit of Study | Unit 1: Coming of Age |
| Pacing | Timeframe: 9 weeks |



**“Unwrapped” Priority Georgia Standards of Excellence
Skills and Concepts**

ELAGSE6RL9 – COMPARE and CONTRAST texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELAGSE6RI9 – COMPARE and CONTRAST one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

ELAGSE6W3 – WRITE narratives to DEVELOP real or imagined experiences or events USING effective technique, relevant descriptive details, and well-structured event sequences.

Element b – USE narrative techniques, such as dialogue, pacing, and description, to DEVELOP experiences, events, and/or characters.



| “Unwrapped” Priority Standards | | | |
|--|---|---|---|
| “Unwrapped” Concepts (Students Need to Know) | “Unwrapped” Skills (Students Need to Be Able to Do) | Bloom’s Taxonomy Levels | DOK (For Overall Standard) |
| ELAGSE6RL9 | | | |
| <ul style="list-style-type: none"> texts genres approaches themes topics | <ul style="list-style-type: none"> Compare and Contrast | <ul style="list-style-type: none"> 4 (Analyze) | <ul style="list-style-type: none"> 2 (Skills and Concepts) |
| ELAGSE6RI9 <ul style="list-style-type: none"> events | <ul style="list-style-type: none"> Compare and Contrast | <ul style="list-style-type: none"> 4 (Analyze) | <ul style="list-style-type: none"> 2 (Skills and Concepts) |
| ELAGSE6W3 <ul style="list-style-type: none"> narratives experiences/events techniques details structured sequences techniques dialogue characters | <ul style="list-style-type: none"> Write Develop Use | <ul style="list-style-type: none"> 3 (Apply) | <ul style="list-style-type: none"> 3 (Strategic Thinking/Reasoning) |



Supporting Standards



ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELAGSE6RL3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

ELAGSE6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

ELAGSE6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

ELAGSE6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELAGSE6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

- a. Interpret figures of speech (e.g., personification) in context.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *wasteful*, *thrifty*).



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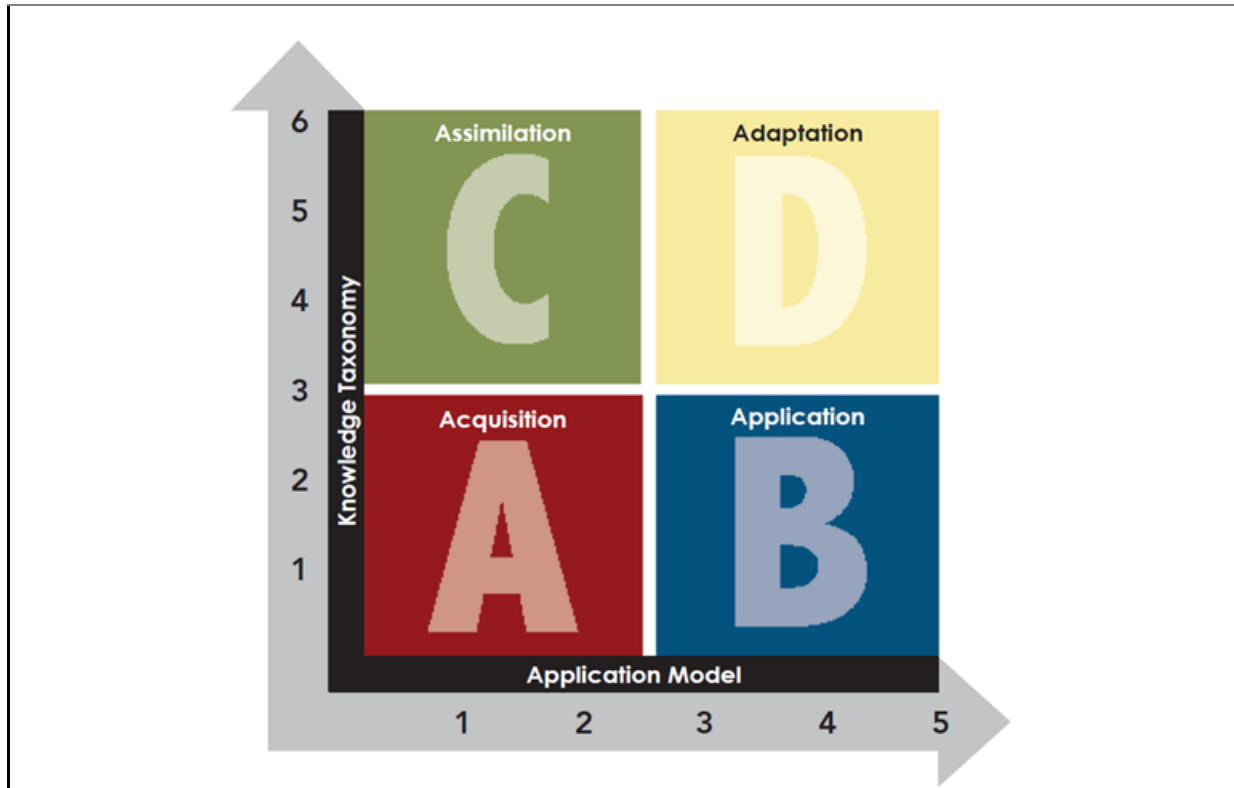
ELA Overarching Standards

ELAGSE6RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE6RI10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE6W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

| Essential Questions | Corresponding Big Ideas |
|--|---|
| <ul style="list-style-type: none"> • Why do good readers analyze and synthesize literary elements in a variety of texts? • How do readers determine the theme of any text? • Why do we compare and contrast ideas presented by different authors? • What techniques do writers use to produce good narratives? | <ul style="list-style-type: none"> • Good readers analyze and synthesize literary elements in order to come to a deeper understanding of different texts. • Good readers analyze and synthesize literary elements in order to determine the theme. • Good readers analyze texts from different authors to understand similar ideas from different perspectives. • Good writers create real or imagined narratives using a variety of literary elements such as plot development, characterization, description, setting, theme, dialogue, figurative language, etc. |



Unit Assessments

| Pre-Assessment | Post-Assessment |
|---|---|
| Student Version: 6_ELA_Unit1_Preassessment_Student | Student Version: DeKalb Benchmark Assessment |
| Teacher Version: 6_ELA_Unit1_Preassessment_Teacher | Teacher Version: DeKalb Benchmark Assessment |



Scoring Guide

| Advanced (4) | Proficient (3) | Progressing (2) | Needs More Practice (1) |
|---|--|---|--|
| <p>Student</p> <ul style="list-style-type: none"> responded correctly to 7+ out of 8 multiple choice questions responded accurately to both short answer questions and included evidence. responded accurately to both constructed response questions and included evidence. | <p>Student</p> <ul style="list-style-type: none"> responded correctly to 6 out of 8 multiple choice questions and responded accurately to at least 1 short answer question with evidence. and responded accurately to at least 1 constructed response question with evidence. | <p>Student</p> <ul style="list-style-type: none"> responded correctly to 5 multiple choice questions and responded accurately to 1 or 0 short answer questions with limited evidence. responded accurately to 1 or 0 constructed response questions with limited evidence. | <p>Student</p> <ul style="list-style-type: none"> responded correctly to 5 or fewer multiple choice questions and did not have sufficient responses or support for short answer or constructed response questions. |

Performance Assessment

Engaging Scenario

Disney’s Pixar Studios has commissioned our class to develop their next big blockbuster movie. Your task is to create a narrative that uses various literary elements that speaks to a social theme relevant in today’s society that can be developed into a feature film.





Performance Task Synopses

Teachers: This unit performance task is created to be engaging, meaningful and lends itself toward differentiation. Decide this based on your class’s ability and resources at your site.

Students should have opportunities throughout the unit to engage in independent reading within their Lexile range. In addition, students should be exposed to and interact with text within or above the grade level text complexity band.

Task 1: RL9; RL1; RL2; RL3; RI9; L4a; L5a, c - Select two previously read literary texts that relate to the same social theme. Compare and contrast the development of the theme in both texts.

Task 2: W3 a,b,c,d,e - Write a narrative that reflects a relevant social theme. Be sure to use a variety of literary elements.

Task 3: RL3, W3c - Develop a storyboard for your narrative.

Task 4: SL6 - Create a presentation that illustrates how your narrative uses a variety of literary elements, speaks to a relevant social theme, and can be developed into a feature film. Present it to the class.

Performance Task 1 In Detail

Task 1 Student Directions: Select two literary texts that focus on the same social theme. Identify and describe how the theme is developed in each text through characterization, setting, plot (conflict) and symbolism. Compare and contrast this development using a graphic organizer.

Task 1 Teacher Notes: For this assignment, students will revisit texts that you have already read during this unit, or you may choose two new texts for students to use. You may choose to differentiate the selection of the graphic organizer based on student needs. The purpose is to assess student understanding of the development of the theme throughout literary texts. Note that standard RI9 is included in the unit and in this task because memoir and biography are appropriate for use.

RL9; RL1; RL2; RL3; RI9; L4a; L5a, c

Note: Remember to develop the “proficient” level of each scoring guide first. Base the other levels off the “proficient” level as in the sample below.

Performance Task 1 Scoring Guide

| | | | |
|-------------------|---------------------|----------------|----------------------|
| 4 Advanced | 3 Proficient | 2 Basic | 1 Below Basic |
|-------------------|---------------------|----------------|----------------------|



| | | | |
|--|---|--|---|
| <p>All “3” criteria <i>plus</i>:</p> <ul style="list-style-type: none"> ○ student cites textual evidence to explain inferences drawn for each literary element ○ | <p>Students will:</p> <ul style="list-style-type: none"> ○ select two texts with a shared theme ○ Identify and explain how each element (characterization, setting, plot, symbolism) connects to the themes in each text ○ use a graphic organizer to compare and contrast | <ul style="list-style-type: none"> ○ Meets <u> 2 </u> of the “3” criteria | <ul style="list-style-type: none"> ○ Meets fewer than <u> 2 </u> of the “3” criteria |
|--|---|--|---|

Performance Task 2 In Detail

Task 2 Student Directions: Using literary elements (characterization, plot, conflict, setting, figurative language, dialogue, etc.) taught throughout the unit, create a narrative that develops a specific social theme. Narratives must be engaging and entertaining (see detail below). Narratives should be at least 500 in length (approximately 2 double-spaced, type-written pages).

- Engaging- Use dialogue, sensory details, imagery, consistent point of view.
- Entertaining- Use character development, dialogue, details

Task 2 Teacher Notes: For this assignment, students will write a narrative. You will want to review the steps to the writing process as well as narrative writing elements. Keep in mind that the writing process is recursive in nature, and that not every student will be on the same step at the same time. The purpose of the narrative is to use literary elements to develop a social theme or multiple themes.

W3 a,b,c,d,e

Performance Task 2 Scoring Guide

| 4 Advanced | 3 Proficient | 2 Basic | 1 Below Basic |
|---|---|--|---|
| <p>All “3” criteria <i>plus</i> one or more of below:</p> <ul style="list-style-type: none"> ○ additional literary elements ○ multiple developed themes ○ Narrative is types | <p>Students will include:</p> <ul style="list-style-type: none"> ○ A written narrative that incorporates at least 6 literary elements ○ A narrative with a specific social theme ○ A narrative that is engaging and entertaining ○ A narrative that is at least 2-3 pages | <ul style="list-style-type: none"> ○ Meets <u> 3 </u> of the “3” criteria | <ul style="list-style-type: none"> ○ Meets fewer than <u> 3 </u> of the “3” criteria |





Performance Task 3 In Detail

Task 3 Student Directions: Develop an 8-frame storyboard/comic strip for your narrative. Be sure to include all of the story elements (character, setting, plot [5 elements - exposition, rising action, climax, falling action, resolution], conflict, theme).

Task 3 Teacher Notes: Teacher will model creating an 8-frame storyboard which includes all of the story elements using a teacher-selected mentor text. Consider including evidence of symbolism. Tell your students that although filmmakers use all these different elements to tell stories, in this lesson, they will focus on how filmmakers use pictures to tell stories. Ask them where they think the word movie comes from. Tell them in short that it comes from the phrase “moving pictures”. Teachers should show students clips from a movie (suggested film: *Willie Wonka* or *Lion King* opening scenes, etc.). Remember that the purpose of this task is to help students identify and incorporate narrative elements into their narrative. The quality or detail of illustrations should not be considered in scoring.

RL3, W3c

Performance Task 3 Scoring Guide

| 4 Advanced | 3 Proficient | 2 Basic | 1 Below Basic |
|--|--|--|---|
| <p>All “3” criteria <i>plus</i> one or more of below:</p> <ul style="list-style-type: none"> ○ evidence of symbolism ○ evidence of multiple themes | <p>Students will include:</p> <ul style="list-style-type: none"> ○ 8-frame storyboard/comic strip ○ illustration(s) that identifies the setting ○ illustration(s) that identifies the characters ○ evidence of the 5 elements of plot ○ evidence of conflict ○ evidence of theme | <ul style="list-style-type: none"> ○ Meets <u>5</u> of the “3” criteria | <ul style="list-style-type: none"> ○ Meets fewer than <u>5</u> of the “3” criteria |



Performance Task 4 In Detail

Task 4 Student Directions: Students will now use their narrative created in Task 2 and their storyboard/comic strip created in Task 3 to help them prepare a presentation.

- Presentation Guidelines:
- Time 3-5 minutes
- Summarize the plot of your narrative in detail (beginning, middle, climax, ending)
- Explain your theme and its relevance to society.
- Describe how your narrative can be adapted to film (using images from your storyboard/comic strip).
- Visual aids are used to engage audience
- Presentation is easy to hear and understand; good eye contact and gestures

Task 4 Teacher Notes: Students will not be able to complete this task if they have not completed Tasks 2 and 3 proficiently. Those tasks will need to be revised with scaffolding and support until students reach a proficient rating before moving on to this task.

SL6

Performance Task 4 Scoring Guide

| 4 Advanced | 3 Proficient | 2 Basic | 1 Below Basic |
|--|--|--|---|
| <p>All “3” criteria <i>plus</i>:</p> <ul style="list-style-type: none"> ○ Time 3-5 minutes <p>AND</p> <ul style="list-style-type: none"> ○ Presentation includes a multi-media product (such as an animation of narrative) <p>OR</p> <ul style="list-style-type: none"> ○ Student creates a 3-D visual aid (such as a costume) <p>OR</p> <ul style="list-style-type: none"> ○ Audience participation is included | <p>Students will include:</p> <ul style="list-style-type: none"> ○ A summarized plot in detail (beginning, middle, climax, ending) ○ Explanation of the theme and its relevance to society ○ Description of how narrative can be adapted to film format ○ Visual aids that assist with audience engagement ○ A presentation that is easy to hear; good eye contact and gestures | <ul style="list-style-type: none"> ○ Meets <u> 4 </u> of the “3” criteria | <ul style="list-style-type: none"> ○ Meets fewer than <u> 4 </u> of the “3” criteria |



Instructional Strategies

| Instructional Strategies | |
|--|--|
| Research-Based Effective Teaching Strategies | 21st Century Learning Skills |
| <input type="checkbox"/> Learning Objectives (posted and referenced) | <input type="checkbox"/> Teamwork and Collaboration |
| <input checked="" type="checkbox"/> Identifying Similarities and Differences | <input type="checkbox"/> Initiative and Leadership |
| <input type="checkbox"/> Summarizing and Note Taking | <input type="checkbox"/> Curiosity and Imagination |
| <input type="checkbox"/> Reinforcing Effort, Providing Recognition | <input checked="" type="checkbox"/> Innovation and Creativity |
| <input type="checkbox"/> Homework and Practice | <input type="checkbox"/> Critical thinking and Problem Solving |
| <input checked="" type="checkbox"/> Nonlinguistic Representations | <input type="checkbox"/> Flexibility and Adaptability |
| <input type="checkbox"/> Cooperative Learning | <input checked="" type="checkbox"/> Effective Oral and Written Communication |
| <input type="checkbox"/> Purposeful small group instruction | <input type="checkbox"/> Accessing and Analyzing Information |
| <input type="checkbox"/> Increased think time | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Setting Objectives, Providing Feedback | |
| <input type="checkbox"/> Check for Understanding | |
| <input type="checkbox"/> Generating and Testing Hypotheses | |
| <input checked="" type="checkbox"/> Cues, Questions, and Advance Organizers | |
| <input type="checkbox"/> Interdisciplinary Non-Fiction Writing | |



Intervention Strategies

| Intervention Strategies (Tiers 1, 2, 3) Additional Supports in Classroom | Specially Designed Instruction for Special Education Students | Strategies for English Language Learners |
|--|---|--|
| <input type="checkbox"/> Re-voicing <input type="checkbox"/> Explaining <input type="checkbox"/> Prompting for participation <input type="checkbox"/> Challenging or countering <input checked="" type="checkbox"/> Asking “Why?” “How?” <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way <input type="checkbox"/> Repetition <input type="checkbox"/> Use of manipulatives <input checked="" type="checkbox"/> Collaborative work <input checked="" type="checkbox"/> Direct/explicit instruction <input type="checkbox"/> “Chunking” <input checked="" type="checkbox"/> Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets <input checked="" type="checkbox"/> Providing additional guided practice | <input checked="" type="checkbox"/> Conferencing <input type="checkbox"/> Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student’s dictation <input checked="" type="checkbox"/> Scaffold information <input checked="" type="checkbox"/> Differentiated content process or product <input type="checkbox"/> Consistent reward system <input type="checkbox"/> Refer to students’ IEP or 504 plan <input type="checkbox"/> Assistive technology | <input checked="" type="checkbox"/> Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response <input type="checkbox"/> Color-coding <input type="checkbox"/> Multiple exposures in different media <input checked="" type="checkbox"/> Pair-share <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts <input type="checkbox"/> L1 support <input type="checkbox"/> increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction <input type="checkbox"/> Additional think time |



| Strategies for Gifted Learners | |
|---|--|
| Tier 1: Low Preparation | Tier 2: Medium Preparation |
| <input type="checkbox"/> Flexible-Learning Groups by Readiness, Interest, Learning Profiles | <input type="checkbox"/> Gifted Education Cluster Classes |
| <input type="checkbox"/> Choice of Books | <input type="checkbox"/> Gifted Education Collaboration Classes |
| <input type="checkbox"/> Homework Options | <input type="checkbox"/> Tiered Activities and Products |
| <input type="checkbox"/> Use of Reading Buddies | <input type="checkbox"/> Use of Literature Clubs |
| <input type="checkbox"/> Various Journal Prompts | <input type="checkbox"/> Multiple Testing Options |
| <input type="checkbox"/> Student/Teacher Goal Setting | <input type="checkbox"/> Multiple Texts |
| <input type="checkbox"/> Varied Pacing with Anchor Options | <input type="checkbox"/> Alternative Assessments |
| <input type="checkbox"/> Work Alone or Together | <input type="checkbox"/> Subject Advancement within class |
| <input type="checkbox"/> Flexible Seating | <input type="checkbox"/> Curriculum Compacting |
| <input type="checkbox"/> Varied Scaffolding | <input type="checkbox"/> Tiered Centers |
| <input type="checkbox"/> Varied Computer Programs | <input type="checkbox"/> Spelling by Readiness |
| <input type="checkbox"/> Design-A-DAY | <input type="checkbox"/> Varying Organizers |
| <input type="checkbox"/> Varied Supplemental Materials | <input type="checkbox"/> Community Mentorships |
| <input type="checkbox"/> Computer Mentors | <input type="checkbox"/> Stations |
| <input type="checkbox"/> Think-Pair-Share by Readiness, Interest, Learning Profiles | <input type="checkbox"/> Group Investigations |
| <input type="checkbox"/> Open-ended Activities | <input type="checkbox"/> Students are Assessed in Multiple Ways |
| <input type="checkbox"/> Explorations by Interest | <input type="checkbox"/> Student choice in selecting learning activities. |
| <input type="checkbox"/> Options for Competition | <input type="checkbox"/> Simulations |
| Tier 3: High | Tier 4: Advanced/Autonomous |
| <input type="checkbox"/> Advanced Content English/language arts, mathematics, science and/or social studies courses | <input type="checkbox"/> Above grade level accelerated English/language arts, mathematics, science and/or social studies courses |
| <input type="checkbox"/> Resource Classes | <input type="checkbox"/> Advanced Placement Classes |
| <input type="checkbox"/> Independent/Directed Study | <input type="checkbox"/> International Baccalaureate Classes |
| <input type="checkbox"/> Socratic Seminars | <input type="checkbox"/> Internship/Mentorships |
| | <input type="checkbox"/> Whole Grade Acceleration |



Instructional Resources and Materials

| Suggested Resources | Suggested Technology Resources |
|---|--|
| <p><i>McDougal Littell Literature</i> Teacher's Edition/ Student Edition textbook</p> <ul style="list-style-type: none"> • “All Summer in a Day” (p.64 of text) • “Eleven” (p.184 of text) • “Tuesday of the Other June” (p. 206 of text) • “Primer” (p.218 of text) • “Scout’s Honor” (p. 350 of text) • “Same Song” (p. 392 of text) • “Without Commercials” (p.394 of text) <p>CommonLit: https://www.commonlit.org can be searched by theme and Lexile.</p> <p>Vocabulary instruction (teacher resources):</p> <p>http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx</p> <p>http://www.commlearnonline.com/files/Classroom-Tip-4-Marzano-Vocabulary-Game.pdf</p> | <p>Web resources for Story Elements/Structure</p> <p>http://www.ereadingworksheets.com/free-reading-worksheets/story-structure/story-structure-worksheets/</p> <p>Text Complexity Bands and Lexile Bands: https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/</p> <p>Web resources for Graphic Organizers:</p> <p>http://www.enchantedlearning.com/graphicorganizers/compareandcontrast/</p> <p>http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html</p> <p>www.educationoasis.com</p> <p>http://www.scholastic.com</p> <p>Writing Process:</p> <p>http://bowenpeters.weebly.com/uploads/8/1/1/9/8119969/writing_process_detailed.pdf</p> <p>https://www.ttms.org/PDFs/04%20Writing%20Process%20v001%20(Full).pdf</p> <p>Web resources for Storyboard Generator/Template:</p> <p>http://generator.acmi.net.au/storyboard</p> <p>https://www.storyboardthat.com/storyboard-creator</p> <p>http://www.educationworld.com/tools_templates/template_storybrd_8panels.doc</p> <p>http://www.scholastic.com/teachers/sites/default/files/asset/file/storyboardtemplate.pdf</p> |





Unit Vocabulary

| Unit Vocabulary Terms | | Interdisciplinary Connections |
|---|--|--|
| Academic / Tier 2 | Unit-Specific / Domain / Tier 3 | |
| <ul style="list-style-type: none">• textual evidence• explicit• analyze/analysis• summary• argument• claim• reasons• evidence• credible sources• multiple-meaning words/phrases• thesaurus• dictionary• glossary• compare and contrast | <ul style="list-style-type: none">• narrative• character• setting• plot• symbolism• dialogue• figurative language• conflict• pronouns• antecedents• drama• poem• memoir• biography• compare and contrast• style• tone• drama• poem• point of view• inference• central idea• theme• concluding statement | <p>It would be possible to include texts on social themes/issues related to the social studies, health, or science content area.</p> |

Weekly Planner

Course: ELA Grade 6 Unit: 1-Coming of Age

| Pacing | Priority (<i>in bold</i>) and Supporting Standards | Engaging Learning Experiences | Core Instruction (<i>in bold</i>) and additional resources | Formative Assessments |
|---------------|--|---|--|---|
| Week 1 | RL9 RI9 RL1 RL2 RL3 | <ul style="list-style-type: none"> • Create plot diagram • Complete character analysis • Independent reading • Exposure to and interaction with grade level text or higher | Teach <ul style="list-style-type: none"> • story elements (character, setting, plot) • Use short stories from <i>McDougal Littell</i> text | <ul style="list-style-type: none"> • Pre-Assessment • Plot diagram • Graphic organizer |
| Week 2 | RL9 RI9 RL1 RL2 RL3 | <ul style="list-style-type: none"> • Inference Chart • Make predictions • Draw conclusions • Independent reading • Exposure to and interaction with grade level text or higher | <ul style="list-style-type: none"> • Model making inferences • Use different texts • Explain different types of inferences | <ul style="list-style-type: none"> • Graphic organizers |
| Week 3 | RL9 RI9 RL1 RL2 RL3 | <ul style="list-style-type: none"> • Find the theme activities • Identify symbols • Draw conclusions • Independent reading • Exposure to and interaction with grade level text or higher | Teach <ul style="list-style-type: none"> • Theme development • Common theme • Symbolism | <ul style="list-style-type: none"> • Graphic organizers • Literary Elements Comprehension Quiz |
| Week 4 | RL9 RI9 RL3 SL1a,c W3 | <ul style="list-style-type: none"> • Create dialogue based on the story • analyze dialogue • Independent reading • Exposure and interaction with grade level text or higher | Teach <ul style="list-style-type: none"> • Narrative Writing with focus on dialogue • plot advancement through dialogue using modeling and mentor texts. | <ul style="list-style-type: none"> • graphic organizers |



| Pacing | Priority (<i>in bold</i>) and Supporting Standards | Engaging Learning Experiences | Core Instruction (<i>in bold</i>) and additional resources | Formative Assessments |
|---------------|--|---|---|--|
| Week 5 | RL9 RI9 RL2 RL3 RL4 L4a, d L5a, c | <ul style="list-style-type: none"> Interpret figurative language and word choice in variety of texts (poetry and short stories) Independent reading Exposure to and interaction with grade level text or higher Review the rubric for the performance task Develop the plot <p>Task 2: Students begin writing narratives</p> | Teach: <ul style="list-style-type: none"> Figurative Language using poetry & short stories Connotation/Denotation Words with multiple meanings Narrative Writing Process using modeling Theme development Comparing texts | <ul style="list-style-type: none"> Graphic organizers Question & Answer Exit Ticket Interactive Word Wall Writing conferences Draft checks |
| Week 6 | RL9 RI9 RL2 RL3 SL1a,c L4a, d L5a, c | <ul style="list-style-type: none"> Work in groups or pairs to determine the theme's development by analyzing the character, setting, plot and symbolism of both texts Independent reading Exposure to and interaction with grade level text or higher Review Engaging Scenario <p>Task 1: Students compare and contrast two literary texts</p> | <ul style="list-style-type: none"> Review literary elements Model compare and contrasting strategies | <ul style="list-style-type: none"> Graphic Organizer Final Draft Task 2 Scoring Guide |

| Pacing | Priority (<i>in bold</i>) and Supporting Standards | Engaging Learning Experiences | Core Instruction (<i>in bold</i>) and additional resources | Formative Assessments |
|---------------|---|---|---|--|
| Week 7 | RL9 RI9 RL3 RL1 SL1a,c W3 | <ul style="list-style-type: none"> • Students write narratives • Students revise & edit narratives • Identify plot elements from narrative • Identify images that represent plot elements • Independent reading • Exposure to and interaction with grade level text or higher <p>Task 2: Students will write narrative</p> <p>Task 3: Students will create story board based on narrative</p> | <ul style="list-style-type: none"> • Teach • Narrative Writing using modeling and mentor texts • Model creating 8-frame storyboard that includes all story elements <ul style="list-style-type: none"> • Use short stories from ML text • Storytelling through pictures | <ul style="list-style-type: none"> • Student Narrative • Task 2 Scoring Guide • Story Board • Task 3 Scoring Guide |
| Week 8 | RL9 RI9 RL3 RL1 SL1a,c W3 | <ul style="list-style-type: none"> • Summarize plot in detail and describe how narrative adapts to film <p>and</p> <p>Task 4: Students will create presentation</p> | <ul style="list-style-type: none"> • Presentation skills | <ul style="list-style-type: none"> • Discussion of the Essential Questions (throughout unit) • Task 4 scoring guide |
| Week 9 | RL9 RI9 RL3 RL1 SL1a,c W3 | Present narratives and visual presentation to the class | <ul style="list-style-type: none"> • Assess using presentation rubric | <ul style="list-style-type: none"> • Presentation • Post-assessment |

